

# Mitigating strawberry generation risks through multiple learning strategies in kindergarten

Chandra Apriyansyah<sup>1\*</sup>, Sri Sukatmi<sup>2</sup>, Lily Muliana Mustafa<sup>3</sup>

<sup>1</sup>Early Childhood Education Teacher Education, Panca Sakti University Bekasi, Indonesia

<sup>2</sup>Early Childhood Education Teacher Education, Open University, Indonesia

<sup>3</sup>Faculty of Management and Economy, Universiti Pendidikan Sultan Idris, Malaysia

\*Corresponding author:

[Chandra.apriyansyah@panca-sakti.ac.id](mailto:Chandra.apriyansyah@panca-sakti.ac.id)

## Article Information:

Submission : May 30, 2023  
Revision : October 31, 2023  
Accepted : November 25, 2023  
Available Online : Nov 28, 2023  
doi : [10.33086/cej.v5i2.4345](https://doi.org/10.33086/cej.v5i2.4345)

## Abstract

The efforts made by early childhood education teachers to address the risks associated with "Strawberry Generation" qualities are the subject of this study. The study aims to investigate the methods teachers use to counteract the detrimental impacts of these traits and encourage young children's development of good character. Data were gathered through interviews and observations using the qualitative research method. A sample of early childhood education teachers actively tackling the Strawberry Generation phenomena participated in the study. The study's conclusions point to several efficient tactics educators employ to counter the risks posed by Strawberry Generation features. These tactics include encouraging active student participation, using active learning techniques, acting as positive role models, storytelling and narratives, working with parents, and using active learning methodologies. With the help of these techniques, educators can help kids comprehend the drawbacks of Strawberry Generation features and encourage the development of good character traits as alternatives. The study emphasizes how crucial parent-teacher cooperation is in overcoming the difficulties brought on by Strawberry Generation features. The results highlight the importance of regular efforts, communication, and support from parents and teachers in assisting children in developing desirable character traits. This study adds to the corpus of knowledge by shedding light on early childhood educators' role in mitigating the risks associated with Strawberry Generation features. The findings have practical ramifications for educators, parents, and governments interested in early childhood education. Early childhood education teachers can be crucial in fostering children's excellent character characteristics and mitigating the harmful effects of the Strawberry Generation phenomena by using appropriate tactics.

**Keywords:** Early Childhood Education, Kindergarten, Multiple Strategy, Strawberry Generation, Teacher Efforts.

## INTRODUCTION

The term "Strawberry Generation" refers to the phenomenon of today's youth. They frequently display extraordinary ingenuity and originality, but under slight strain, they crumble like strawberries. According to (Djumena, 2017), this generation is full of excellent ideas and creativity, as he noted in his book, *Strawberry Generation*. Unfortunately, they are slow, egotistical, and pessimistic about the future. They also quit quickly and are easily injured. Looking back, the phrase "Strawberry Generation" was first used in Taiwan to refer to young people born after 1981 (post-80) who, in contrast to their older parents, had trouble coping with social pressures. The current year groupings for this word have been the subject of numerous arguments. Some think the name applies better to people who behave in strawberry-like ways (Fauzi and Tarigan, 2023). The 2020 Population Census results show that the generation known as Gen Z, or the Zileneal generation, made up of those born between 1997 and 2012, makes up the majority of the population in Indonesia. According to data from the Central Statistics Agency (BPS), the Zileneal generation, which falls under the productive age category, comprises 74.93 million individuals, roughly 27.94 percent of Indonesia's overall population. The strawberry generation is the more colloquial term for Generation Z or Silene.

Early childhood education is the first foundational stage of education that focuses on children's development through diverse play activities to enhance their cognitive, social, emotional, physical motor, and moral and spiritual growth (Kurniasih et al., 2020). By fostering a climate that is secure, enjoyable, and conducive to active learning, the objective is to get kids ready for the challenges that will come with more formal schooling in the future individual (Siregar, 2022).

Early character education is crucial for developing good morals and ethics. Early character education aids in creating a solid moral basis (Apriyansyah and Kurniawaty, 2022). Values like sincerity, cooperation, civility, tolerance, respect for diversity, and empathy are taught to children (Setiawati et al., 2020). These principles will significantly influence future moral and responsible behavior (Bilqis, 2021). Character education also assists kids in forming a positive outlook on life (Hidayat and Maesyaroh, 2020). They gain confidence, self-worth, a sense of accountability, discipline, and perseverance (Muntiani et al., 2021). This aids in developing a person who is resilient, self-reliant, and equipped to handle the hardships of life (Maryati, Nurlaela, et al., 2021).

Early character education promotes the development of positive interpersonal interactions (Lestari et al., 2021). Children learn to resolve disputes amicably, cooperate with one another, respect others' ideas, and form wholesome connections (Aulia et al., 2022). This is crucial for developing a positive social attitude and getting along with people (Khusna et al., 2022). Character education can also assist kids in overcoming undesirable behaviors (Amaliati, 2020). They gain knowledge of the repercussions of their acts, self-control, and sound decision-making through acquiring positive values and societal norms (Amaliati, 2020). This aids individuals in refraining from acting in a damaging way to both themselves and others (Hanif and Siregar, 2015).

Early childhood character education also promotes societal responsibility. Children are taught to care for others, the environment, and society (Syanti Rahayu, 2018). They can participate in charitable endeavors and lend a hand to others. It develops an individual with an empathic, tender, and engaged social personality. Early character education is crucial for developing good morals, values, personality traits, and behavior. This enhances the child's personal growth and contributes to creating a more just society in the future (Aulia et al., 2022).

Nevertheless, the current generation of youngsters is significantly impacted by the advancement of technology and contemporary lifestyles. Children susceptible to different risks and harmful impacts from the digital world and unhealthy lifestyles are reflected in the "Strawberry Generation." The characteristics of the Strawberry Generation include a lack of independence, poor mental fortitude, a propensity for bad behavior, and a lack of innovation (Ernawati and Rahmawati, 2022).

Social and cultural changes affect how the Strawberry Generation behaves. The younger gener-

ation's thinking and behavior may change due to social and cultural developments. According to specific theories, the younger generation's resilience and feeling of responsibility may be impacted by changes in social values and conventions and by a greater reliance on technology and convenience (Hura and Mawikere, 2020). More competitive school systems and intense academic requirements can impact young people's mental health and well-being. High expectations, competitive environments, and much work can result in stress and burnout (Jannah and Bramastia, 2022). Increased exposure to social media and information: Younger generations today are exposed to much social media and information. Technological changes enable quick and extensive access to knowledge, but they can also cause social pressure, excessive self-comparison, and increased anxiety (Safitri et al., 2020). The younger generation's health and well-being may be impacted by changes in lifestyle, such as insufficient physical exercise, unpredictable sleeping patterns, and bad eating habits. These elements may affect one's energy levels, physical fitness level, and capacity for effective problem-solving (Sujadi, 2022).

Early childhood education teachers have a crucial role in mitigating the risks the Strawberry Generation faces. They must look out for and mentor kids as they become confident, honorable adults (Kurniasih et al., 2020). However, since the effect of contemporary technology and lifestyle cannot be disregarded, these teachers are now up against fresh difficulties in dealing with the phenomena of the Strawberry Generation.

Understanding the history of the concerns over the Strawberry Generation's risks and the efforts taken by early childhood education teachers to cope with them is crucial for achieving the best educational outcomes. It will be easier to create more effective and focused tactics if we know the obstacles they face and the techniques they use to overcome these dangers (Juwita et al., 2019).

Therefore, this study aims to look into the efforts made by early childhood educators to combat the risks associated with the Strawberry Generation's persona. This study aims to examine how early childhood educators develop children's character in the face of harmful influences from the digital world and contemporary lifestyle. In order to better address the threats posed by the Strawberry Generation character, it is anticipated that a deeper understanding of the efforts made by these teachers can be created (Sujadi, 2022).

Data for this study will be gathered through interviews with early childhood educators who have dealt with the Strawberry Generation in the past. The data will be qualitatively investigated to determine the tactics employed by these teachers and the difficulties encountered in addressing the Strawberry Generation phenomena (Widyaningrum et al., 2019). The findings of this study should help develop future educational methods and programs more effectively by better understanding the efforts made by early childhood education teachers to combat the risks associated with the Strawberry Generation's personality. This study aims to examine the efforts made by early childhood educators to combat the risks associated with the Strawberry Generation's character. Recognize the opinions and experiences of educators regarding the risks associated with the Strawberry Generation's character. Learn how to deal with the characteristics of the Strawberry Generation in settings that support early childhood education (Jannah and Bramastia, 2022).

## **METHOD**

The case study method, which takes a qualitative approach, is used in this research design. A working group of kindergarten teachers in the East Bekasi District who have dealt with the Strawberry Generation's participants is where this research is being conducted. Early childhood educators who had prior experience overcoming the Strawberry Generation's traits made up the study's participants.

**Table 1.** Master's data in research

Categories	Element	sum
Gender	Man	2
	Woman	35
Teaching Experience	<1 year	0
	1-5 Years	12
	>10 years	25
Certified	Already	20
	Not yet	25
The quantity of students or Strawberry Generation that has been affected by socioeconomic status	Poor	32%
	Intermediate	10%
	Upper middle	58%

### Research Instrument

Participants in the study are educators who have dealt with members of the "strawberry" generation, such as:

1. **Deep Understanding:** These educators have taken the time to comprehend the traits of the so-called "strawberry" generation. They are aware of the social, cultural, and technical contexts that influence this generation's perceptions and actions.
2. **Empathy:** These educators show a great deal of empathy for their pupils. They possess the capacity to pay close attention, comprehend the emotions of students, and respond in a compassionate manner.
3. **Good Communication Skills:** These educators are effective communicators. They are able to make the lesson's contents engaging and relevant for the students. Additionally, they make an effort to establish a good rapport with their students.
4. **Wise Use of Technology:** The "strawberry" generation was born and raised during the digital revolution. These educators are adept at integrating technology into the classroom, but they also understand when and how to set limits on their pupils' access to electronic devices.
5. **Resilience Skill Building:** These educators actively assist children in acquiring resilience abilities, such as emotional and mental resilience. They encourage people to view hardship and failure as chances to develop and learn.

### Data Collection

Survey questions, in-depth interviews, classroom observations, and document analysis were the methods used in this study to obtain data. After surveying to measure teachers' knowledge about overcoming the risks posed by the Strawberry Generation characters, direct observations were made of the activities carried out by early childhood education instructors in responding to the Strawberry Generation characters. Observations are made in the classroom and school setting. At the same time, in-depth interviews were conducted with early childhood education teachers with experience dealing with the Strawberry Generation's character. The interview aims to comprehend the opinions, experiences, approaches, and techniques that successfully address the risks associated with the Strawberry Generation's personality. Regarding document analysis, in particular, gathering information on early childhood education programs that emphasize.

### Data Analysis

Data from this study's analysis are transcribed from interviews with early childhood education professionals. **Classification:** To find themes and categories relating to instructors' attempts to combat the risks posed by characters from the Strawberry Generation, analyze transcribed data from interviews and observation notes. The data analysis is then completed by interpreting the results by contrasting and connecting the results with pertinent theories and literature. Data triangulation (comparing results from many data sources, such as observations, interviews, and document analysis)

increases the validity of findings. The peer debriefing approach, with other researchers assessing the research methodology, data analysis, and conclusions, can increase reliability (See Figure 1).

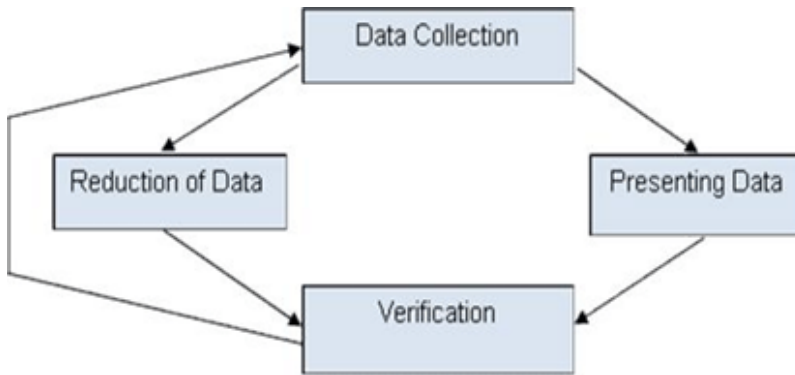


Figure 1. Overview of data analysis of this study.

**RESULT**

**Indicated due to frequent use of Gadgets**

The results of a survey conducted on 37 teachers in Bekasi City reveal a strong view regarding children who are indicated to be part of the strawberry generation due to excessive use of devices. In Figure 2, 81.1% of respondents strongly agreed with this statement, while 13.5% also agreed. Only a tiny part, 5.4%, expressed doubts about the statement.

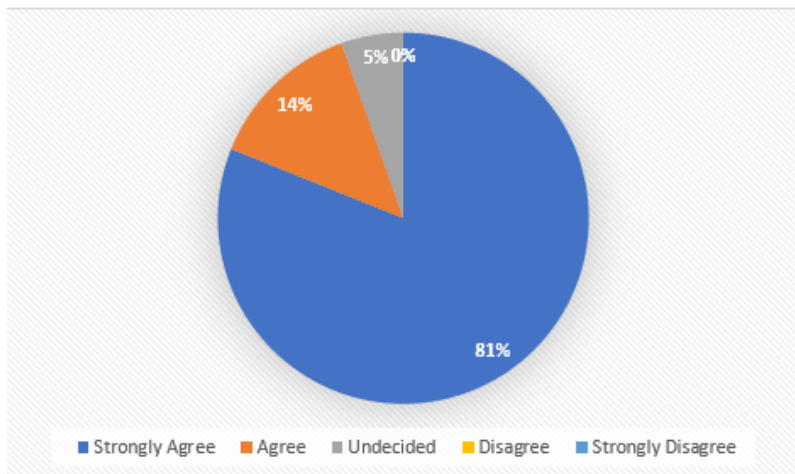


Figure 2. The survey results indicate that the children often use gadgets.

Interestingly, the survey results showed that none of the 37 teachers disagreed or strongly disagreed with the idea that excessive device use could affect children as a strawberry generation. This reflects vital concern among educators about the impact of prolonged device exposure on children. As stated by HRY in the interview results:

...."I think unlimited use of devices can have a significant impact on children. I see that the more time children spend in front of screens, the more likely the change in their mindset and behavior."

.... I've seen changes in concentration, social interaction, even the way they absorb information and learn. Children sometimes have difficulty concentrating on learning that is not presented visually or quickly as they

see on their screens. I'm afraid this could create a generation that is less patient, has trouble concentrating, and is too dependent on the quick thrills of technology....

This perception reflects the direct experience of teachers in seeing changes in their student's behavior and learning patterns related to device use. In this context, it is foreseeable that there are concerns about impaired concentration, dependence on technology, as well as the potential long-term impact on children's cognitive and social development due to excessive device use. The attitude of the majority in favor of this idea can be an essential basis for preventive or educational measures. Further efforts may be needed to strengthen awareness of the importance of balanced and responsible use of technology, especially among children. This could include schools' active role in integrating education about healthy use of technology and parental involvement in supervising and limiting children's access to devices.

With increased awareness from educators, preventive measures and educative strategies can be adopted to mitigate the negative impact that may be caused by excessive device use among the younger generation.

### Indicated due to Parenting

Based on the results of a survey of 37 teachers in Bekasi City, it was revealed that they saw that parenting had a significant impact on children's indications as part of the strawberry generation. Interestingly, the survey revealed that no teachers considered authoritative parenting the leading cause of this phenomenon. In Figure 3, 32.43% of respondents stated that authoritarian parenting could contribute, while the majority, 35.14%, tended to see permissive parenting as a more likely factor. On the other hand, 32.43% of teachers who highlighted parenting referred to it as neglectful as a potential cause of what they identified as the strawberry generation.

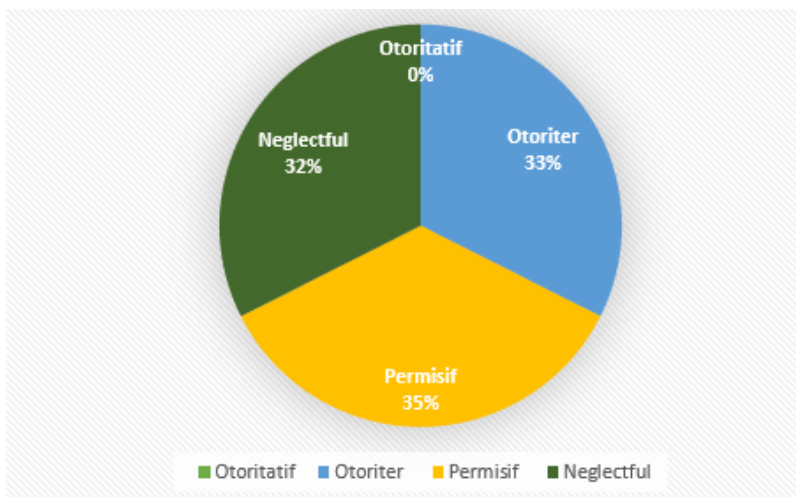


Figure 3. The survey about parenting pattern.

The survey results highlight the complexity of understanding how parents' approaches to technology use in childcare can affect their development. It also provides opportunities for educators and parents to go deeper into balanced ways of supporting children using technology while keeping clear boundaries and directions in mind.

These differing views show the complexity of how parenting can influence children's behavior and development, with opinions varying on the impact of different parenting approaches on the use of technology in children's daily lives. These variations in teachers' views may reflect different experiences in seeing the impact of parenting on their students. Authoritarian parenting may be

seen as strict restrictions resulting in children’s reluctance to innovate or develop their creativity. On the other hand, permissive parenting may be perceived as giving excessive discretion to children, primarily related to the use of technology. The existence of neglectful parenting views can reflect concerns about a lack of parental supervision of their children, resulting in children’s dependence on devices and a lack of understanding of usage limits. On the other hand, the results of interviews with teachers stated that parenting style significantly affects the character of early childhood.

... "I believe that parenting has a very big role in shaping children’s character and behavior, including indications of being the strawberry generation. Parents serve as models for their children, and parenting will have a significant impact on the way children interact with technology"...

... "Permissive, authoritarian, or neglectful parenting can make different contributions to a child’s character. Permissive parenting tends to give children unlimited freedom to use devices, while authoritarian parenting often creates tension and strict prohibitions on the use of technology. On the other hand, neglectful parenting can lead to a lack of supervision and understanding of the impact of device use on children"...

**Mitigating The Risk Of Strawberry Generation’s Personality By Early Childhood Educators’ Strategies**

The results of interviews with teachers stated that the efforts that have been made to overcome the dangers of the character of the strawberry generation can be explained as follows:

**Table 2.** Interview data on ECCE teachers’ efforts in overcoming the dangers of strawberry generation character.

Master’s Efforts	Information
Effective teaching strategies	Teachers use an experiential learning approach, utilizing children’s play activities and creativity to teach positive values and good behavior. Apply story and fairy tale methods to help children understand the negative consequences of strawberry generation characters and reinforce positive concepts. 75% of teachers report that using the story and fairy tale method helps teach children positive values and good behavior.
Collaboration with parents	Teachers work closely with parents to increase their understanding and awareness of the dangers of the strawberry generation’s character. Hold regular meetings, workshops, or information sessions for parents to provide knowledge and strategies for overcoming the character of the strawberry generation at home. 80% of teachers involve parents in regular meetings and provide information and strategies for dealing with the character of the strawberry generation at home. Because parents have an essential role in educating children by increasing awareness and understanding, parents need to have a strong understanding of the dangers of the strawberry generation’s character and its impact on child development. In the results of the study, it can be found to what extent parents are aware of the dangers of the character of the strawberry generation and the extent of their understanding of the actions that can be taken to overcome them.
Communication and education	Parents need to establish good communication with their children about the character of the strawberry generation, explain why these characters are undesirable, and teach positive values as an alternative. Parents also need to provide continuous education about the character of the strawberry generation and provide tangible examples that can help children understand the negative consequences of these characters.



Environment settings	Parents can create an environment that supports positive character building by setting clear rules and boundaries at home. Through positive environmental settings, such as eliminating children's access to harmful content or limiting screen time, parents can help reduce the influence of the strawberry generation's character on children. Role models: Parents serve as strong role models for their children. To overcome the dangers of the character of the strawberry generation, parents need to pay attention to their behavior and attitudes to match the values they want to be instilled in their children.
Collaboration with educational institutions	Parents can work with teachers and early childhood education institutions to address the dangers of the strawberry generation's character. Through meetings, workshops, or special education programs, parents can gain strategies and support they can implement at home. This analysis can provide insight into the extent to which parents are involved in addressing the dangers of the strawberry generation's character and how effective their actions are. However, it is essential to note that accurate research results and relevant data are needed to produce a more in-depth and valid analysis.
Positive learning environment	Create an environment that supports the development of positive character through precise discipline, appreciation for positive behavior, and fostering good social relationships between children. Use role play and group activities to develop children's social and emotional skills. 90% of teachers use role plays and group activities to develop children's social and emotional skills.
Teacher training and development	Encourage teachers to attend training and workshops on character education and strategies to overcome the dangers of strawberry generation characters. Provide opportunities for teachers to share experiences and best practices in facing challenges related to the character of the strawberry generation. 100% of teachers attend training and workshops on character education and strategies to overcome the dangers of strawberry generation character. Teachers create an environment that supports positive character development by applying clear rules of conduct and rewards for positive behavior. In addition, teachers should increase parents' awareness and understanding of the dangers of the strawberry generation's character through campaigns and activities that involve them—involving other stakeholders, such as communities and local governments, in supporting efforts to overcome the character of the strawberry generation. Integrate character education and strawberry-generation character coping strategies into the early childhood education curriculum.

## DISCUSSION

This discussion focuses on effective teaching strategies in dealing with the character of the strawberry generation, which includes cooperation between teachers, parents, learning environments, teacher training, and collaborative efforts with educational institutions.

### Experiential learning approach and children's creativity

This approach has proven effective in teaching positive values to children. Using play activities and creativity as learning tools provide hands-on experiences reinforcing positive concepts (Aulia et al., 2022). Constructivist learning theory lists the importance of direct experience in forming children's understanding (Hanif and Siregar, 2015). shows that open communication between parents and children regarding the character of the strawberry generation can help children understand the negative impact of these characters and reinforce positive values as an alternative (Aritonang et al., 2020).

The experiential learning approach and children's creativity emphasize the importance of a learning process centered on the child's direct experience and stimulation of creativity in the learning process. In the context of the strawberry generation's character, this approach allows children to learn through practical experience that can strengthen their understanding of positive values and



the consequences of negative behaviors to be overcome. In play and creativity activities, children can explore, feel, and understand moral concepts that want to be instilled. For example, through role-playing or creative activities, children can understand the consequences of unwanted behavior, such as selfishness, impatience, or lack of empathy (betria zaitun, 2021).

In this approach, the teacher acts as a facilitator who guides children in exploring and understanding positive values (Florenzha, 2019). Teachers convey information and create an environment that supports children's active learning. Teachers facilitate children's expression, deepening and understanding the meaning of the values taught by providing freedom of expression and space for creativity. Using stories, games, or creative activities also allows children to engage emotionally, reinforcing their understanding of the moral concepts they want to convey. In the context of the character of the strawberry generation, this approach provides a strong foundation for children to understand and respond to positive values more thoroughly and memorably.

Previous research found that in positive environments at home, parents can reduce the children's access to media that show the character of the strawberry generation, which is associated with a reduction in negative behavior in children (Wardani and Putra, n.d.). Previous research by (Kardinus, 2022) showed that parents who become good role models by showing positive behaviors and desirable values positively impact children in overcoming the character of the strawberry generation. **The**

### **Role of Parents in Character Education**

Collaboration with parents became an essential foundation in building their understanding of the dangers of the strawberry generation character. Social learning theories emphasize the importance of the family environment in shaping children's behavior. The results showed that involving parents in regular meetings and providing strategies for dealing with the character of the strawberry generation at home has proven effective (Høst et al., 2008).

The role of parents in children's character education has a significant impact in shaping children's behavior and values from an early age. Close collaboration between parents and the educational environment is an essential foundation in dealing with the character of the strawberry generation. Through parental involvement in character education, they can become the primary model for children, show expected behavior, and encourage the application of positive values in daily life (Erina, n.d.). Parents also play a role in facilitating children's understanding of the impact of negative characters to avoid, providing explanations, and providing real-life examples that strengthen children's understanding of desired values. In addition, collaboration between parents, educational institutions, and teachers is vital in creating consistency in character learning (Hasri, 2020). Meetings, workshops, and support parents provide can complement learning at school, creating a consistent and supportive environment for children. Parental involvement in character education is critical in strengthening the understanding and application of positive values and minimizing the impact of the Strawberry generation's character in child development (Lolo and Sudira, 2019).

### **Communication and Education Between Parents and Children**

The importance of communication between parents and children about the character of the strawberry generation is in line with the theories of communicative learning. Understanding the negative impact of these characters and providing continuous education is an essential foundation of social learning theory (Reeck et al., 2016).

Communication between parents and children is an essential foundation in character education that focuses on overcoming the character of the strawberry generation (Rahmanti, 2019). Through open and continuous dialogue, parents can help children understand why negative characters are undesirable and provide in-depth explanations of expected positive values. In this process, parents also have an essential role in providing consistent education about the character of the strawberry generation and the consequences of this behavior. Parents need to provide concrete and tangible examples in everyday life that illustrate the desired values and strengthen the child's understanding of the importance of positive behavior. This continuous communication allows children to understand

better and internalize positive values and prepares them for negative characters they may encounter in the surrounding environment. By providing a solid understanding and consistent examples, parents can help children overcome the characteristics of the strawberry generation and form strong, positive characters (Antonia and Lastariwati, 2020). suggests that cultural influences can influence parents' efforts to address the dangers of the strawberry generation's character. Cultural values, family norms, and social environment can influence parents' approach to teaching and forming positive character in children. Previous research found that parents with adequate access to educational resources and information about addressing the dangers of the strawberry generation's character have a better chance of implementing effective strategies and actions (Fortin, 2020).

### Positive Environment Settings

Environmental learning theory emphasizes the importance of an environment that supports positive character building (Suryani and Setiawati, 2021). Discipline, social relationship coaching, and group activities for social and emotional skills are based on these theories (Handayani, 2021).

Setting a positive environment in the context of dealing with the character of the strawberry generation is very important to shape the child's character as a whole. Parents can create an environment that supports positive character development by setting clear and consistent rules at home. This includes restricting children's access to harmful content and managing healthy screen time. By doing this, parents can help reduce the influence of negative characters from the media environment or social interactions that may affect children (Nurhani and Putri, 2020). These access restrictions expose children to more positive content and support desired character development. In addition, positive environmental settings also involve rewarding the child's positive behavior. Giving praise, appreciation, and encouragement when children show behavior that is by the positive values taught helps strengthen the formation of children's character. By creating an environment that is supportive and consistent and reinforces positive behavior, parents play an essential role in dealing with the character of the strawberry generation and forming positive character in children (Donohue and Aladé, 2022).

### Teacher Training and Development

As learning agents, teachers require deep knowledge of character education (Novitasari and Fitriani, 2021). Constructivist theory highlights the importance of shareable experiences and best practices in facing challenges related to the character of the strawberry generation (Hendraningrat and Fauziah, 2022). Teacher training and development in the context of character education that faces the character of the strawberry generation is a crucial foundation. In this training, teachers are given in-depth knowledge about the character of the strawberry generation and strategies for recognizing, handling, and teaching positive values to children. It also includes developing skills to integrate character education into the curriculum effectively. Well-trained teachers are vital in supporting children in understanding moral concepts and expected behavior (Angkur and Fatima, 2022).

Collaboration with educational institutions and communities is also essential in strengthening character education (Muniroh, 2022). By working together, teachers can gain additional support from educational institutions and resources from relevant communities. For example, they can gain various strategies and support in coping with the character of the strawberry generation that is more in line with the reality of children in the learning environment. This collaboration can enrich character education strategies by considering various points of view and approaches that may be more effective in facing existing character challenges (Botutihe, 2020).

Integrating character education into the curriculum is the ultimate goal of teacher training and collaboration with educational institutions and communities. Through this integration, the strawberry generation's positive values and character recognition can become an inseparable part of children's daily learning. This brings continuity in character learning and gives greater legitimacy to the importance of character education in the child's educational process. It creates a holistic

educational environment that focuses on the child's moral development and academic achievement (Zimmermann et al., 2000).

## CONCLUSION

The following conclusions can be derived from research on early childhood educators' efforts to combat the risks associated with the Strawberry Generation character: The hazards of the Strawberry Generation character in children can be overcome with the support of early childhood education professionals. Teachers can assist students in understanding the risks associated with characters from the Strawberry Generation and promoting positive characters by utilizing an active learning method, providing positive role models, and using stories and fairy tales. In order to combat the hazards of the Strawberry Generation's personality, parents and teachers must work closely together. Through this cooperation, teachers and parents can exchange knowledge, ideas, and tools to help kids develop good character. Children's active participation in the learning process is also crucial. Children can strengthen positive qualities and further their understanding of Strawberry Generation characters through talks, role-plays, and group projects. In efforts to overcome the Strawberry Generation's character, a deep awareness and understanding of the character's hazards also plays a role. Teachers and parents must be aware of these personalities and the strategies for avoiding risk. In order to overcome the risks associated with the Strawberry Generation character, this conclusion highlights the significance of the role of teachers, cooperation with parents, active involvement of children, and strong comprehension. The study's main finding is the significance of a comprehensive strategy early.

## AUTHOR CONTRIBUTION STATEMENT

The authors' roles in this study are outlined as follows: C.A. conceived the research idea and designed the study. S.S. and L.M.M. formulated the theoretical framework. C.A. and S.S. ensured the appropriateness of the analytical methods employed in the research. L.M.M. carried out the data analysis and its interpretation. C.A. provided guidance and oversight throughout the research process. All authors actively engaged in discussions regarding the results and made substantial contributions to the final manuscript.

## DECLARATION

The authors confirm that they have no associations or involvement with any organization or entity that has a financial interest (such as payments, grants for education, participation in speakers' events, employment, consultancy, stock ownership, or other financial interests, as well as expert testimony or patent licensing arrangements) or non-financial interests (like personal or professional relationships, affiliations, knowledge, or beliefs) in relation to the subject matter or materials discussed in this manuscript.

## DATA AVAILABILITY

The dataset produced and/or analyzed during the present study can be obtained from the corresponding author upon reasonable request.

## ACKNOWLEDGMENT

The researcher would like to thank the leaders of Panca Sakti University Bekasi in Indonesia, Universitas Terbuka in Indonesia, and Universiti Pendidikan Sultan Idris, Malaysia, fellow lecturers, and students for their cooperation and support.

## REFERENCES

- Amaliati, S. (2020). Pendidikan karakter perspektif Abdullah Nashih Ulwan dalam kitab tarbiyatul aulad fil Islam dan relevansinya menjawab problematika anak di era milenial. *Child Education Journal*, 2(1), 34–47.
- Angkur, M. F. M., & Fatima, M. (2022). Penerapan layanan PAUD holistik integratif di satuan PAUD. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(5), 4287–4296.

- Antonia, N. Y., & Lastariwati, B. (2020). The influence of parenting, self-efficacy, and entrepreneurial interest toward the learning motivation of creative products and entrepreneurship of culinary management vocational school students. *Jurnal Pendidikan Vokasi*, 10(3), 315–323.
- Apriyansyah, C., & Kurniawaty, L. (2022). Pengembangan model permainan berbasis barang bekas untuk membangun kompetensi abad 21 pada anak usia dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(6), 6837–6849.
- Aritonang, S. D., Hastuti, D., & Puspitawati, H. (2020). Pengasuhan ibu, keterlibatan ayah dalam pengasuhan, dan perkembangan kognitif anak usia 2–3 tahun di wilayah prevalensi stunting. *Jurnal Ilmu Keluarga & Konsumen*, 13(1), 38–48.
- Aulia, S., Meilani, T., & Nabillah, Z. (2022). Strawberry generation: Dilematis keterampilan mendidik generasi masa kini. *Jurnal Pendidikan*, 31(2), 237–244.
- betria zaitun, z. (2021). *Analisis tindak tutur ilokusi: Pitaruah ayah untuak anak laki-laki calon panghulu* [Doctoral dissertation, Universitas Andalas].
- Bilqis, F. (2021). Does adlerian play therapy increase social, physical, and task appeal more than content mastery services in elementary school students? *Child Education Journal*, 3(1), 1–18.
- Botutihe, S. N. (2020). Pola pengelolaan pendidikan anak usia dini di kota gorontalo. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 4(2), 883–891.
- Djumena, E. (2017, December). Rhenald kasali: Disrupsi akan semakin kuat. <https://ekonomi.kompas.com/read/2017/12/07/051800626/rhenald-kasali--disrupsi-akan-semakin-kuat>
- Donohue, T. H., & Aladé, F. (2022). Exploring caregiver perceptions of a one-to-one tablet program for kindergartners. *Early Childhood Education Journal*, 50(8), 1279–1289.
- Erina, B. (n.d.). *Ayah bundaku terapisku*. Penebar PLUS+. <https://books.google.co.id/books?id=U8B4CAAAQBAJ>
- Ernawati, Y., & Rahmawati, F. P. (2022). Analisis profil pelajar Pancasila elemen bernalar kritis dalam modul belajar siswa literasi dan numerasi jenjang sekolah dasar. *Jurnal Basicedu*, 6(4), 6132–6144.
- Fauzi, F. I., & Tarigan, F. N. (2023). Strawberry generation: Keterampilan orangtua mendidik generasi z. *Jurnal Consulenza: Jurnal Bimbingan Konseling dan Psikologi*, 6(1), 1–10.
- Florenza, B. B. (2019). *Peran mediasi kepuasan hidup pada pengaruh keterlibatan ayah terhadap kebahagiaan perempuan yang bekerja* [Doctoral dissertation, Universitas Mercu Buana Jakarta].
- Fortin, J. Y. (2020). Music integration to reduce experiences of foreign language classroom anxiety in early childhood education. In *International perspectives on modern developments in early childhood education* (pp. 58–76). IGI Global.
- Handayani, R. (2021). Karakteristik pola-pola pengasuhan anak usia dini dalam keluarga. *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini*, 2(2), 159–168.
- Hanif, Z., & Siregar, E. B. D. A. S. (2015). Konservasi dan pengelolaan plasma nutfah stroberi (*fragaria x ananassa*) secara ex situ dan in vitro. *Prosiding Semnas Biodiversitas*, 4(1), 72–77.
- Hasri, M. M. (2020). Peran ayah dalam proses pengembangan anak (kajian tafsir tematik). *AN NUR: Jurnal Studi Islam*, 12(1), 97–117.
- Hendraningrat, D., & Fauziah, P. (2022). Media pembelajaran digital untuk stimulasi motorik halus anak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(1), 56–70.
- Hidayat, A., & Maesyaroh, S. S. (2020). Penggunaan gadget pada anak usia dini. *JURNAL SYNTAX IMPERATIF: Jurnal Ilmu Sosial Dan Pendidikan*, 1(5), 356–368.
- Høst, H., Michelsen, S., & Gitlesen, J. (2008). How the number of apprenticeships are influenced by policy and economic cycles. *Continuity and change in Norwegian Vocational Education and Training (VET)*, 17–30.
- Hura, S., & Mawikere, M. C. S. (2020). Kajian biblika mengenai pendidikan anak dan hakikat pendidikan anak usia dini. *EDULEAD: Journal of Christian Education and Leadership*, 1(1), 15–33.
- Jannah, S., & Bramastia, L. S. (2022). Urgensi pemahaman jenis kelamin dan gender pada anak usia dini. *Thufuli: Jurnal Ilmiah Pendidikan Islam Anak Usia Dini*, 3(2), 35–45.
- Juwita, V. A., Nugroho, P. A., & Asri, A. F. (2019). Keterlibatan ayah dalam pengasuhan pada remaja akhir di keluarga besar angkatan darat. *JURNAL PSIKOLOGI POSEIDON*, 26–38.
- Kardinus, W. N. (2022). Implementasi program pendidikan karakter untuk membangun sikap kepedulian sosial. *Jurnal Penelitian Dan Pendidikan IPS*, 16(1), 31–40.
- Khusna, K. A., Mustofa, M., Alka, W., Ubaidillah, M. F., Lee, H. Y., & Putra, S. P. (2022). The portrait of teacher talk and language choices in efl classroom: Insights for children's language learning. *Child Education Journal*, 4(2), 139–174.
- Kurniasih, V. W., Fitriyah, F. K., Hidayat, M. T., & Sunanto, S. (2020). Hubungan pemahaman diri terhadap rasa tanggung jawab sebuah survey pada anak usia dini di kota surabaya. *Child Education Journal*, 2(2), 98–105.
- Lestari, Y. W., Widyaningrum, S., Musyarofah, A., et al. (2021). The implementation of ice breaking in improving the spirit of learning children of group b in dharma wanita persatuan lambangan kindergarten, wonoayu. *Child Education Journal*, 3(3), 182–192.
- Lolo, Y., & Sudira, P. (2019). Analysis of vocational high school teachers' competency profiles. *Jurnal Pendidikan Teknologi dan Kejuruan*, 25(1), 152–163.
- Maryati, S., Nurlaela, W., et al. (2021). Permainan tradisional sebagai sarana mengembangkan kemampuan fisik motorik anak usia dini. *PAUD Lectura: Jurnal Pendidikan Anak Usia Dini*, 4(02), 49–61.
- Muniroh, M. (2022). Penguatan komite pembelajaran dalam implementasi kurikulum merdeka pada pendidikan anak usia dini. *Tinta Emas: Jurnal Pendidikan Islam Anak Usia Dini*, 1(1), 65–72.

- Muntiani, T., Karim, M. B., & Nazarullail, F. (2021). The development of animation video-based learning media for introducing discipline to children aged 4-5 years. *Child Education Journal*, 3(3), 162-168.
- Novitasari, D., & Fitria, N. (2021). Gambaran kompetensi profesional guru paud mangga paninggilan ciledug. *Jurnal Anak Usia Dini Holistik Integratif (AUDHI)*, 3(2), 67-74.
- Nurhani, S., & Putri, A. A. (2020). Keterlibatan ayah dalam pengasuhan terhadap kemampuan penyesuaian diri anak usia 4-6 tahun. *Atfaluna: Journal of Islamic Early Childhood Education*, 3(1), 34-42.
- Rahmanti, F. A. (2019). *Kehangatan dan kontrol dalam pengasuhan ayah single parent* [Doctoral dissertation, Universitas Brawijaya].
- Reeck, C., Ames, D. R., & Ochsner, K. N. (2016). The social regulation of emotion: An integrative, cross-disciplinary model. *Trends in cognitive sciences*, 20(1), 47-63.
- Safitri, M., Wijaya, I. P., & Yulianto, D. (2020). Mengembangkan kemampuan kognitif dalam mengenal konsep bilangan 1-10 melalui media telur angka pada anak usia 3-4 tahun. *Incrementapedia: Jurnal Pendidikan Anak Usia Dini*, 2(1), 26-32.
- Setiawati, F. A., et al. (2020). Mengetahui konsep-konsep anak berkebutuhan khusus dalam paud. *SELING: Jurnal Program Studi PGRA*, 6(2), 193-208.
- Siregar, I. S. (2022). Dampak penggunaan gadget pada anak usia dini studi kasus pada anak usia dini desa siolip.
- Sujadi, I. (2022). Inovasi pembelajaran matematika yang menguatkan literasi dan numerasi untuk mendukung profil pelajar pancasila. *Prosiding Mahasaraswati Seminar Nasional Pendidikan Matematika*, 2(1), 1-13.
- Suryani, L., & Setiawati, F. A. (2021). Peran dan kualitas perkawinan orang tua terhadap perilaku anak usia dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(2), 977-988.
- Syanti Rahayu, D. Y. (2018). Hubungan penuaan sukses dengan karakteristik lansia yang tinggal di daerah pesisir pantai.
- Wardani, N. R., & Putra, D. F. (n.d.). Pemberdayaan kelompok wanita tani stroberi melalui greenhouse dengan sistem rak berundak di desa pandanrejo kecamatan bumiaji kota batu.
- Widyaningrum, W., Sondari, E., & Mulyati, M. (2019). Meningkatkan kompetensi profesionalisme guru di abad 21 melalui pelatihan pembelajaran bahasa inggris. *DEDIKASI: Jurnal Pengabdian Masyarakat*, 1(1), 35-44.
- Zimmermann, K. F., Bauer, T. K., & Lofstrom, M. (2000). Immigration policy, assimilation of immigrants and natives' sentiments towards immigrants: Evidence from 12 oecd-countries. *Assimilation of Immigrants and Natives' Sentiments Towards Immigrants: Evidence from*, 12.